

Behaviour and Social and Emotional Development Policy

ETHOS

We will prepare the children at St. Michael's to fulfil their potential within a happy caring Christian environment, where every individual is valued.

The Governing Body and all staff of St. Michael's enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary.

Good behaviour, with support of parents, lets the teachers teach and the children learn. The School's Mission Statement is based upon Christian values.

Children at St. Michael's are helped to grow and learn within an environment which has a clearly shared view of what is right and wrong, and develops the children who find it difficult to self-regulate emotions and behaviours with a graduated approach.



New government advice came into force September 2022. This policy incorporates DFE advice. This policy is shared annually at the September Insets and at induction if this happens at another time in the school year.

Updated January 2024
in consultation with the SLT, parents via DoJo , children via assemblies and governing body.

INTENT STATEMENT

We live out gospel values of kindness, generosity, love, justice, fairness, truth, hospitality, service, compassion, forgiveness and redemption - **as defined by the Anglican Church**

Excellence: Achieving personal excellence: the quality of education

Wisdom

Will Durant : “We are what we repeatedly do. Excellence, then, is not an act, but a habit.” (1926)
Good behaviour lets the teachers teach and the children learn.

Perseverance: Persevering with Passion: behaviour and attitudes

Endurance

We treat children with respect and promote self-belief , creating confident, happy children who are well adapted to succeed in life.

Caring: Caring about everyone as one of God’s creation

Compassion, Service and Forgiveness

We will prepare the children for life , by giving them the opportunity to fulfil their potential as unique individuals within a happy caring Christian environment, where everyone is valued.

Collaboration: Supporting each other to succeed

Trust, Justice, Hope

We are committed to teamwork, each stakeholder using their gifts and talents to build up the community as a whole.

We recognise the need to educate children to develop socially and emotionally. We use a values based approach to behaviour. We encourage our pupils to be sensible, friendly and polite, helpful, hardworking, and respectful of others. There are recognised social benefits of these values to children, teachers and parents. The children learn to care for each other, learn the value of friendship, develop self-confidence and try their best. Teachers are able to teach more effectively without the disturbance of behaviour problems and are able to use their time more effectively to meet the needs of all pupils and make positive contacts with parents. By attending this, school parents agree to support our home school agreement, which is available on the school website.

As Tom Bennet says in his book “Running the Room – a teacher’s guide to behaviour”, the process to teaching behaviour explicitly is as follows:

1. Identify the routines you want to see.
2. Communicate in detail your expectations
3. Practice the routines until everyone can do them
4. Reinforce, maintain and patrol the routines constantly

It is essential all staff know the details of this curriculum, teach it explicitly to pupils and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach unimpeded.

DETAILS OF OUR BEHAVIOUR CURRICULUM

TEACHER RESPONSIBILITIES UNDER THE TEACHER STANDARDS

Excellence:

- Have high expectations of behaviour and clear rules and routines in classrooms
- Will establish a framework for discipline with a range of strategies using praise, sanctions and Rewards.
- Will encourage eye contact from a child to teach respectful listening.
- Will encourage and challenge the children to use please and thank you.
- Will support an orderly and prompt start to lessons.
- Will ensure there are clear routines for arriving and leaving the classroom.
- Ensure that appropriate equipment is available.
- Will support lining up in an orderly way and begin lessons promptly.

Collaboration:

- Promote good relationships with pupils and parents
- Use praise and rewards consistently and fairly. At the start of term, staff will set a total DoJo target and provide a reward for the children to attain. This will be agreed with the class and The reward given about half way through and at end of a half term.
- Manage classes using effective approaches to involve and motivate all children.
- Model how children can support others to succeed to others.

Caring:

- Staff will greet children and promote good and courteous behaviour in class and around school.
- Use restorative practice to resolve conflict and support forgiveness and friendship
- Ensure that children are supported to respect school property.
- Adapt appropriately using approaches to enable pupils to be taught effectively.
- Have a clear understanding of the needs of all pupils, including those with special needs: those with EAL, those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them.

Perseverance:

- Staff will persistently model what is expected of the children and use the five B's to develop pupil independence. *Brain, Board and Book, Buddy, Boss.*
- Staff will encourage pupils to develop a growth mind-set.

PUPIL RESPONSIBILITIES

Excellence:

- Do work hard in all you do and always give your best.
- Give eye contact when someone is speaking to you and respectfully listen to instructions.
- Respect all staff saying ' please 'and 'thank you ' and open doors for others.

Collaboration:

- Support each other by respectful listening and talk.
- Line up in an orderly way to start the lesson well.
- Move around school and classroom calmly and safely
- Work as a team

Caring:

- Be gentle, kind and helpful –not hurting others and their feelings.
- Show forgiveness and friendship
- Look after property.

Perseverance:

- Work hard and show a growth mind-set –do not waste your own or other people's time.

REWARDS

- ✚ Children will receive a certificate if they uphold the school values
- ✚ Staff award 2 values leaves each week in the celebration assembly
- ✚ All excellent work receives 2 Do Jos
- ✚ Do Jos are not given for normal social courtesy like opening a door
- ✚ Three pieces of excellent work gain a Head teacher award.
- ✚ 100% attendance is awarded a termly certificate and a badge pin if a child has a full year's attendance

SANCTIONS

Unacceptable behaviour. Fighting, theft, inappropriate language during lessons or playtime/ lunchtime will result in the teacher operating an immediate internal exclusion depending on the context of the misdemeanour and the parents will be informed by phone by the end of the day.

- ✚ Sanctions should be used as a last resort to teach a child appropriate social behaviour
- ✚ The behaviour is identified and a reminder of the expected behaviour
- ✚ If more than two reminders are given then five minutes of play are missed.
- ✚ The child will be sent to the hall at the start of play. A member of the SLT will be there at 10.15am
- ✚ If the behaviour becomes persistent over time, the Head will work with SENDCO and the parent to work out supportive strategies under the graduated approach to change poor behaviours.

GRADUATED RESPONSE FOR THOSE WHO FIND IT VERY DIFFICULT TO SELF REGULATE

All schools will have a pupil who is both challenged and challenging. Individual children with specific social and emotional needs will need a graduated response to the values approach. E.g., ASD pupils would find it hard to maintain eye contact.

At times, we may create a behaviour risk assessment to identify triggers and support a child who finds modifying their behaviour difficult.

We access external agencies and have a link with a school nurse where it would be deemed helpful to access external support

EXCLUSIONS

The decision to exclude a child is taken very carefully. The Head would inform the governors and the parents with a letter explaining how long the exclusion is for and why the exclusion is being made.

BEHAVIOUR CURRICULUM POCKET PRINCIPLES FOR RESPECT AND ROUTINE

These will be shared with peripatetic staff for sport and music and supply



Be respectful

- Say please and thank you
- Hold doors for others
- Talk kindly
- Say good morning or good afternoon

Classroom Routines



- *Fantastic Listening*

Face forwards

Always sit up straight

Never Interrupt

Track the Speaker

- *Fantastic lining up*

Know the order

Leave a space between you

Hands by yourself

Walk quietly facing the direction you are going

- *Fantastic Participation*

Speak in full sentences loudly and clearly so everyone can hear

Eye contact

Do not talk over another person

Listen politely maintaining eye contact

Go to the toilet at break or lunchtimes unless you are ill

Use your drink bottle at break or lunchtime unless you are ill.

Look after equipment and tidy up your area at the end of a session

1. Identify the routines you want to see.
2. Communicate in detail your expectations
3. Practice the routines until everyone can do them
4. Reinforce and maintain your expectations.

